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ABSTRACT

The booklet, part of a project to identify successful secondary programs serving special education students in Nebraska, describes 12 programs. The 12 programs were selected from 27 nominations on the basis of service delivery approach, disability served, and success. The 12 sites were visited and staffs were interviewed. Eight programs are described in detail, and four are briefly covered. Descriptions touch on background, salient characteristics, and evaluation of the program. Projects described focus on daily living and vocational skills, cooperative vocational approaches in a rural area, prevocational experiences associated with community sites for mentally retarded students, work study experience programs, an employment exploration program, engineered classrooms, and a multicategorical resource center. A concluding section summarizes 12 characteristics of successful programs, including a strong instructional staff, strong administrative support, effective communication skills, a curriculum based on developing independent life skills and preparing for careers, and support from community advisory and parent groups. (CL)

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Nebraskans Serving Secondary Special Education Students: Case Studies of Successful Programs

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Summer 1983

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INTRODUCTION

The delivery of services in special education has been changing throughout its brief history as an area of special concern to school districts throughout this nation. Major changes occurred in the late 1970's when school districts were required to serve more seriously handicapped students. Special education services were also extended to both younger and older populations of students. One major impact of changes mandated by national and state legislation was a desperate effort to develop quality services without a cadre of trained or experienced professionals available in these new areas. Effective program models were few and often existed only out of the creative endeavors of isolated teachers and administrators. These programs existed in spite of tremendous odds—lack of funding, lack of trained staff, limited time to develop adequate programs, lack of appropriate teaching materials, and inadequate space.

Yet, as a few programs developed in these new service areas, a superintendent, a special education director, a teacher, a principal, or a parent would hear about the program and visit it. When they returned to their own communities, they convinced their local school boards that similar services should be offered in their home school districts. As each community developed its program, it would adapt services to its needs and improve upon the model. That evolution is continuing in the area of secondary special education services.

This document is a status report, the result of a project to identify successful secondary programs serving students in the State of Nebraska. The project was developed by faculty in the College of Education at the University of Nebraska at Omaha and funded by a grant

from the Comprehensive System of Personnel Development (CSPD), Nebraska Department of Education. Project staff included Dr. Sandra Squires, chair of the Department of Counseling and Special Education at the University of Nebraska at Omaha; Noelle Plog, graduate assistant in that department; Dr. Katherine Kasten, assistant professor in the Department of Educational Administration, Supervision, and Foundations; and Karen Reynolds, graduate student in that department. We sought to examine special education programs from the dual perspectives of administration and program development.

The purpose of the project was to identify and describe successful programs serving secondary special education students in Nebraska. To accomplish that, we asked selected administrators and special educators across the state to nominate programs they considered successful. Twenty-seven separate programs were nominated. Staff from each program were then asked to provide a brief description of the program—its history, goals, funding, and strengths and weaknesses. The project staff and an advisory council of teachers, school administrators, and university faculty examined these reports and selected twelve programs for visitations. Criteria for selection included programs representing different disabilities and delivery of services as well as the apparent successes of each program. We also sought to choose sites from across the state, from both metropolitan areas and small communities.

Each visitation involved at least two project staff members, one representing special education and one educational administration. During these one-day visits the staff interviewed special education directors, project directors, building and central office administrators, teachers and teachers' aides, students, parents, and employers. The descriptions that follow were prepared from data gathered during the interviews, from observation of the programs, and from program documents. We chose to describe eight of the programs in some detail and to summarize the major components of the other four.

The project staff has attempted to capture the essence of each program in the brief descriptions provided. We hope that has been done in a readable yet informative way.

As special education has developed as a field, so has the technical jargon that surrounds special education programming. In this monograph we have avoided abbreviations and acronyms whenever feasible and used a kind of "least restrictive" language. However, a few terms warrant definition for those not familiar with special education services. **Level I services** in Nebraska are generally provided through resource rooms in which mildly handicapped students receive help for three hours or less each week. These children are mainstreamed into regular classes for the remainder of their school programs. **Level II services** are those provided to students outside the regular classroom for more than three hours a week. The degree of mainstreaming for these children is determined by the needs and capabilities of the individual child. **Level III services** are programs outside the regular classroom not operated by a particular school district. Districts contract with other districts or agencies for these services.

The services to be provided for an individual child are described in the **Individualized Educational Program,** the IEP. Verifiable handicapping conditions in Nebraska include the following: physically handicapped, educable mentally handicapped, mentally retarded, behaviorally impaired, and specific learning disabilities. Those who wish legal definitions of these conditions should consult the Nebraska State Statutes, Section 43.604. Handicapped children are eligible for educational services up to age 21.

One of the greatest pleasures of this project was meeting the staff and sharing the excitement of each of the programs described here. Teachers, building principals, directors of special education, employers, parents, school board members, teachers' aides, and students demonstrated a genuine caring about their accomplishments. People were eager to share their programs and their ideas.

The programs described in this document range from new efforts to longstanding ones, from western Nebraska to eastern Nebraska, and from small communities to the metropolitan areas. Some of these successful programs are showcases, and others succeed against seemingly impossible odds. Most of the programs visited were heavily oriented to vocational training with emphasis also on in-

dependent living skills.

Students and parents were lavish with their praise for the dedication and hard work of the teachers. This document is a testimonial to those teachers and administrators, as well as to the support that communities have provided. We hope readers will recognize the excellence of these programs at a time when educational excellence is being questioned.

Addresses and phone numbers of contacts for each of the programs described are listed in the appendix. We hope educators and school board members will visit these programs as they seek to develop and improve secondary special education programs in their own communities.

Alliance: Daily Living and Vocational Skills

The program in daily living and vocational skills for high school students in Alliance is a successful program in spite of numerous problems. Its success is a testimony to energetic leadership and dedicated staff.

Alliance, in northwestern Nebraska, is a town that has changed radically in the past ten years. Up to the mid-seventies, it was a dying community with a population of around 3000. When the Burlington Northern Railroad bought land and built an $85 million roundhouse, the population of the town grew to 10,000 and the composition of the community changed.

The Alliance School District has not yet recovered from that growth spurt. All school facilities in the district are overcrowded. Six attempts have been made to pass a bond issue for expansion. A large percent of the student population is transient: each year about 300 of the 1900 students are new enrollees. A kindergarten through grade 12 parochial school also serves the district. Special education services suffer under the strains placed on the district and the community at large.

Until the late 1970's, Alliance's program for secondary special education students was tutorial. At that time the focus of the program was changed to vocational assessment, vocational training, and daily living skills. Two grants from the State Department of Education were used to fund program development and purchase materials. Special Vocational Needs money was used to develop a cooperative program with Nebraska Western Community College in Scottsbluff for vocational assessment. The college provided a room for use in the program.

Description of the Program

The program for secondary students is run out of two

small rooms at the end of a corridor on the first floor of the high school. One part-time and two full-time teachers share these rooms. Student aides are also used. One room is set up for traditional instruction with extensive space used for storage of materials. The other classroom, a small room without windows, is equipped as a kitchen and used to teach daily living skills. These facilities served 68 students in 1982-83. Student disabilities cover the full range of handicapping conditions. Residents at Nebraska Boys' Ranch are also served by the district.

As the program shifted to include more emphasis on job preparation and work training, additional materials have been developed by the staff. Job samples are used in the classroom. Activities provided for students include observations in the community. For example, in the 1982-83 school year students visited an optometrist's office, a bank, a grocery store to examine over-the-counter drugs, a forest, and a planetarium. Job shadowing experiences involved a beautician, nursing home personnel, a store clerk, and a mechanic. Workers from the community have spoken to classes, and a Nebraska Job Service representative conducted interviews with students which were videotaped.

The Alliance program succeeds primarily because of the energy and commitments of the personnel involved. Central office administrators have a strong commitment to the special education program. The Director of Special Education, Clayton Illian, has made a strong personal investment in providing services to students. The director has daily contact with the program and weekly meetings with staff. Staff were recruited for their commitment to working with students. One was in the process of obtaining endorsement in special education during the academic year. School district personnel meet regularly with city and county representatives (e.g., the county attorney and representatives from county welfare and mental health associations) to coordinate services between the school district and the larger community. Board members are supportive, though they also recognize pressures for services to other student groups. In general, the staff has taken special efforts to build bridges. The work-study students served a meal to the board of education before a board

meeting. Coffees were held for the community. The lunch furnished for the UNO visitation team was prepared by students, served in one of the classrooms, and included teachers from the high school staff, building administrators, and a local law enforcement officer.

Community support for the program also appears good. The Special Olympics drew more volunteers than participants. Community members call school staff to refer families for special services. Though parents were generally positive about the program, no parent advocacy group has been formed.

Evaluation

Strengths of the program are the dedication of personnel and a strong district commitment to providing more than minimal services to students. Administrators and program staff share a vision of what the program can and should be. Student reactions were positive, staff enthusiasm was infectious, and parents seemed supportive of the school.

At the same time, the program has obvious weakness. Lack of facilities is the most obvious. An additional staff member could easily be utilized. Lack of training for the current staff is a problem. The lack of an elementary counselor and heavy counselor loads at the secondary level have hampered student identification and support. The most serious problem referred to by all involved with the program is not as obvious or easily solved. The Panhandle lacks community support services. There are few resources for troubled students and troubled families outside the schools. There are few resources for special education students in the community. In a district such as Alliance, which is already suffering from limited facilities, low financial support, and an unusually volatile student population, the vacuum in the community means additional pressure on the schools to provide services. The energy and dedication of the Alliance staff is a testimony to their professionalism and human spirit.

HASTINGS (ESU #9): Cooperative Vocational Program

The Cooperative Vocational Program developed by Educational Service Unit #9 offers a unique rural-based program for secondary special education students. More than forty communities offering services to special education students are scattered across a geographic area spanning almost six agricultural counties. The area's stable rural communities bring many advantages to these local programs. Teachers frequently get to know many of the families of their students, local business people, and community members with far greater ease than in larger communities and cities. Local business people frequently know the parents of the students in special education, and this often helps create willingness to assist in educating their children.

The disadvantages of a rural area also exist, but the greatest ones found in this area are the distances between sites and the resulting transportation problems. Placing students on jobs may depend solely on whether or not they can get to the sites. The second serious problem of the ESU is hiring and retaining personnel in small communities.

This program started in 1980 with federal funds as an effort to meet meet the vocational training needs of handicapped students in these sparsely populated communities. In 1983, at the end of the funding period, all districts elected to continue their support of the program.

Description of the Program

The program was built around a model of intensive inservice training to secondary resource room teachers serving mentally retarded, learning disabled, and behaviorally impaired students. This inservice was directed toward

teachers to help them provide career awareness and work experiences in rural communities. This focus has resulted in a shift from the role of a resource teacher in a tutorial model to a teacher/coordinator in a vocational model. Greater emphasis in the program is given to the students learning functional, job-related skills and behaviors.

This shift was facilitated by monthly inservice sessions held for the resource teachers. These sessions assisted teachers in developing community contacts, talking to employers, and placing students in the community for job exploration and job training. A vocational resource consultant who works out of the ESU is also available to the resource teachers while developing these skills.

The Cooperative Vocational Program's delivery model includes five major components. These are the use of 14 vocational curriculum *modules* which were developed by classroom teachers; an *in-class employer program* which brings employers into the classroom as resource speakers; a community *business trip* component, when students go into the community and gather information pertinent to employment; a *job exploration* component, which places students in several occupations and job positions to observe working employees, ask questions, or actually try out a job without pay but with class credit; and a *job training* component with students working part time in the school or the community, being paid, and receiving class credit for participation.

Teachers in the program, their colleagues in other buildings, and the ESU staff appear to have a positive working relationship. One teacher felt that her living in the same community in which she taught explained why she had such strong support from the community. However, programs were also successful in communities where teachers were not local residents.

Support for this model seemed to come from everyone. Students and teachers were excited, employers felt good about being a part of the program, and administrators were supportive. Parents with students in this program seemed generally better informed and supportive of this type of program than of traditional secondary programs.

Evaluation

The Cooperative Vocational Program appears to have

had a dramatic impact on the Educational Service Unit and its secondary resource programs. According to ESU special education director Polly Feis, this project has probably had the greatest impact of any federally funded project on policies at the local educational agency level. A great part of that impact appears to be directly attributable to the organizational and support skills of Virginia Werbel, project coordinator. She also brought to the project specific training and expertise in the area of vocational education for the handicapped.

The program has a few limitations. Although all teachers have received the training to make the shift away from an academic model, the transition has not been successful for all of them. A second difficulty is the transportation problems students experience getting to employment sites in a rural setting. Finally, awarding credit for vocational experiences varies from one school district to another. The shift is slow in some cases, but students generally receive credit under electives or as an alternative to credit earned while working in the resource room.

The project appears to have had a major impact on the role of the secondary resource teacher, the contact between the school and the community, preparation for the world of work, awarding of credit toward graduation, incorporation of vocational goals into the Individualized Education Program (IEP), and interest and involvement of parents and community members in the education of handicapped students. The bottom line of its importance seems to be the value shown by the local education agencies, which intend to continue the vocational emphasis after the grant funds are no longer available.

Lincoln: Mental Retardation—Out-of-School Learning Program

Lincoln High School is Lincoln's largest high school and is located near the center of the city. The Lincoln community includes both state government and the state land grant university and is generally supportive of education. A school bond election in Lincoln has never been defeated. The community is debt free, has a high proportion of professional workers and a relatively low number of alcohol or crime problems.

The secondary special education program in the Lincoln Public Schools had been housed at Hayward Elementary School until the 1981-82 school year, where it was self-contained and isolated. During the 1981-82 school year, the 16-18 year old mentally retarded students were moved to Lincoln High. Beginning in 1982-83, the Lincoln Public Schools and several contracted school districts have sent 18-21 year old trainable mentally retarded students to Lincoln High School to the Mental Retardation - Out of School Learning (MR-OSL) program. Facilities for the program at Lincoln High School are cramped and limited, but that limitation has created a program strength since the use of additional training sites and classroom space has moved students out of the school and into the community.

Description of the Program

Lincoln High School's MR-OSL program is a prevocational program with cooperative work experiences at community-based sites. The objective is to prepare the students to be as independent and employable as possible. Another objective is to expose the students to many different environments and job practices to expand their potential for job placement.

The three-part curriculum includes 1) self-help courses,

2) vocational experiences, and 3) academic classes. Classes are held at Lincoln High School as well as at the League of Human Dignity, Goodwill Industries, and a Lancaster County Office of Mental Retardation group home, all of which are rented.

Self-help courses include cooking, clothing selection, grocery shopping, adaptive grocery shopping, laundry, leisure-time activities, sewing, transportation, home living skills, and physical education. The cooking curriculum provides an example of how skills are taught. Food preparation is broken down into five levels of skills. The students progress from simple food preparation such as pouring, stirring, spreading, and cutting to more advanced meal planning and preparation skills involving the use of the oven and broiler. Similarly, transportation is designed to teach students how to use the city bus as independently as possible. Activities at the Lancaster County Office of Mental Retardation house include cooking as well as cleaning the stove, oven, and refrigerator, bedmaking, cleaning skills, laundry, simple home repairs, home safety and courtesy skills, outdoor work skills (shoveling, raking, and mowing), leisure-time skills, and basic first aid skills. The training program housed at the League of Human Dignity offers a more limited number of activities.

Training in dishwashing, food preparation, housekeeping, janitorial work, and laundry is housed at various community sites including the Hilton Hotel, McDonalds, Pershing Auditorium, Tabitha Nursing Home, the Student Union of the University of Nebraska at Lincoln, and in leased space at Goodwill Industries. One example is the two-hour per day nine-week training course at Pershing Auditorium. Students work in groups of three to eight in industrial cleaning with a school supervisor present. The supervisor makes lesson plans and uses a job inventory, a breakdown of each job into necessary skills. She watches for initiative and for the students to make decisions about what needs to be done. The students may work separately or with the regular Pershing crew. The supervisor keeps a checklist, job inventory, and grooming sheets on each student.

An in-house sheltered work site offers skill training in sorting, clerical work, packaging, and assembly for the

lower functioning students. Academic classes include checkbook management, developing thinking skills, money, telling time, and sex education.

The staff is committed and young. Many had worked together at Hayward and helped with the transition to Lincoln High School. Movement of students and staff around the community is orderly but time consuming. The ratio of teachers and aides to pupils is high. For about 75 student in 1982-83, Lincoln High School had 7 teachers, 3 assistant teachers, 5 aides, and one shared physical education teacher. The department chairman, who supervises all Lincoln High School out-of-school programs, works closely with the staff and employers. Support from the regular staff is growing and hopes are to further utilize regular classroom teachers. An important component to the success of this program was orientation for students and staff prior to the move to Lincoln High School. Students and staff from Hayward visited Lincoln High School, and students and faculty from Lincoln visited Hayward. Mental retardation was discussed with Lincoln students. After an initial period of over-sensitivity and curiosity, the MR-OSL program has meshed quite well with the regular faculty and student population.

One teacher commented that the MR-OSL teachers are a hard-working team who care about students. They give the students a sense of security, yet still maintain high expectations.

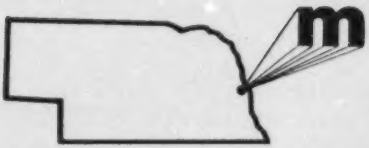
Parents initially felt protective and skeptical about the move from Hayward to Lincoln High. To break down skepticism, the school hosted a dinner at Goodwill Industries and arranged a tour of the facility for parents. Two half-time home/school counselors are assigned to the program and maintain close contact with the students' homes. The students seemed extremely positive and happy and had a sense of pride and accomplishment.

Evaluation

Problems the program faces include finding males to work at aide salaries, time-consuming scheduling, and needing more space at Lincoln High. The program is also expensive, about two-and-a-half times the cost of the regular program. One teacher lamented over the lost teaching time due to transportation, although scheduling is

carefully planned to reduce the number of student moves. One staff member felt increased communication is needed between the junior and senior high coordinators of mentally retarded students.

The program was developed on a model of excellent communication. Building the community into the program helped the students realize what expectations community members have, and students have a variety of community role models. Students have responded with improved behaviors. The program also familiarizes the faculty and students at the high school with all types of students. The community is also gaining a better understanding of the students and the school. As one teacher put it, "These kids are of the age to be employed and it (the program) gives them exposure and experience to help them find a job later."



Millard: South High School Special Education

Millard is an independent suburban school district in southwest Omaha. It is the third largest school system in Nebraska, with a student enrollment of 12,778 in February of 1983. The district operates 19 schools. Residents of the Millard School District have financed a continuing building program to meet the needs of the schools' increasing enrollment. Millard began to grow when interest rates were low and Western Electric Company drew many employees into the area. Although growth has tapered, it is still one of the few growth areas in the state.

Secondary special education in Millard started in 1967. Millard South's special education program started when the building opened in 1970 with one special education teacher in an educable mentally handicapped program combined with work study. In 1976 the work study became a separate entity and served those students with verifiable handicapping conditions. The concept of a diploma with work study credits was built into the program from the very beginning. Special education students are treated like everyone else, accumulate credits the same way, select courses from the catalog, and follow the same rules.

Description of the Program

Millard South's special education program is designed for maximum flexibility. Beginning-of-the-year planning illustrates the committed teamwork of the special education teachers, counselors, and principal. They assess their population of students, student needs, and the skills of the staff, and then they design a plan for the year.

In the 1982-83 school year, Millard South had three Level II self-contained alternative classes. One was designated for educable mentally handicapped and more

seriously learning disabled students; vocational and survival skills were taught with an emphasis on study habits to facilitate mainstreaming. The other two classes had behaviorally impaired, learning disabled, and some educable mentally handicapped students. Two teachers shared the case load, and one taught basic English and basic science and the other taught basic social studies and basic math. These classes parallel the regular curriculum. Each teacher was case manager for about 23 students in 1982-83.

Millard South also had a team-taught Level I resource classroom to support the regular program. The teachers each had a case load of about 30 students. Progress report forms were developed by one of the teachers and sent home monthly. The purpose of the Level I classroom, like Level I programs across the state, is to assist the students in functioning in the regular classroom.

The Vocational Work Study program comprised the rest of Millard South's secondary special education program. Four classes were offered in 1982-83. Occupational Skills I for 9th and 10th graders provided information to the students about entering the job market by learning to fill out application forms, be interviewed, budget, bank, and improve communication skills. Occupational Skills II for 11th and 12th graders followed a similar format but covered such topics as employability skills, legal responsibilities, employer and employee relationships, and other topics to prepare the students for the work world. The prevocational skills course is required before job placement. Job Training is a year-long course for students who are lower functioning. It is similar to Occupational Skills courses with modifications to meet this population's needs. The Supervised Occupations component of the program provides students with an opportunity to work at a program-approved school-based or community-based job. Students work within the school serving as aides in the library, classroom, or office, working as custodial assistants, working in the cafeteria, or acting as athletic trainers. Eventually students may work outside the school at a job for pay. The students are monitored and evaluated. A school located in a metropolitan area has certain benefits. One is the availability of close-to-school job op-

portunities for these students so that a gradual transition can be made from in-school work to outside-the-school employment.

Teachers, administrators, and staff suggested that the special education teachers are vital to the rest of the school. Teachers pointed out that special education teachers were always available to help, to suggest teaching methods, and to provide special support. Special education staff have daily contact with other faculty members who have special education students in their rooms. If a child takes a test in the resource room, the teacher brings it back. The special education teacher gives suggestions to other staff on how that student learns best.

Evaluation

Millard South parents and students reacted positively toward the special education program. Interviewed parents felt they were well informed and that they were allowed to play a role in the education of their children. They were appreciative of the fact that their children were not treated differently, had kept their interest in school and had not dropped out, and that their children's needs were attended to. As one parent summed it up, "I cannot say enough in favor of the Millard School System. It's the finest."

The students recognized the slower pace and felt they were able to learn more by taking it "a little at a time." The students in Vocational Adjustment classes felt they were learning skills that they would need in the work world.

Staff suggested that more follow-up could occur and that more materials could be developed which fit within the statutes and school policies and provide productive work for the students. They also felt that the increasing number of students may be a threat to the quality of the program.

Staff felt the program has resulted in the higher retention of students. The separate adjustment counselor is unique. All teachers have secondary endorsements. The supportive administration and staff form a positive core. As one teacher stated, "Support from the administration is incredible. This cohesiveness is unusual." The collegiality of the staff was commendable.

North Platte: Work Study Experience Program

North Platte is a railroad community of 25,000 in central Nebraska. During the spring of 1983 the unemployment rate was 15 percent, the highest in the State of Nebraska. This created a serious economic depression in the area. This type of economic condition has had an impact on funding work experiences and employment for the students in the North Platte Work Experience Program. The program has served tenth through twelfth grade educable mentally handicapped students at North Platte High School for over 15 years.

Description of the Program

Students admitted to this program have generally been referred from the junior high school programs. Students labeled learning disabled and behaviorally impaired are placed in special education services in a resource room, while students labeled trainable mentally retarded are served through a cooperative arrangement with the Educational Service Unit in North Platte.

Students progress through a series of work experiences. During their sophomore year, students work at in-school work sites, as juniors they work in a cooperative work experience in the community with close supervision from the coordinator, and during their senior year they are in a work study program progressing toward full employment. Economic conditions have affected primarily the junior and senior year placements. The coordinator is seeking more jobs in service occupations to provide employment opportunities for students. Students meet with their classes in the morning and are in jobs if possible during the afternoon. The coordinator spends his afternoons visiting job sites and developing new employment training sites in the

community.

A visitor is impressed with the large classrooms. One room is primarily for academics, housing a wide variety of learning stations; the second room has a variety of machines and hands-on training activities. The coordinator has developed a series of rather ingenious self-paced learning materials.

The strength of this program rests in its personnel. The coordinator and the aide are actively involved in the students' learning, training and employment. They also provide a supportive climate for the students. The aide provides clerical and academic support as well as being confidant to several of the young women in the program. The coordinator and aide work as an effective team.

Community awareness of the program is greater than in any other special education program in the district. This is largely due to the coordinator's high profile in the community. He is involved in job development, speaking to community groups, taking his students out into the community for field trips and explorations, and through an advisory council. The program strengths reflect both input from the community and the high energy the staff commits to the program.

Dave Brunelle, the teacher/coordinator, was selected as teacher of the month during the fall of 1982. He works with other teachers in the building in placing his students in their classes. He has provided them training about both the purpose of the program and his students' needs and skills.

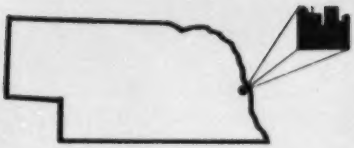
Support from administrators at the building and central administration level is apparent, and they seem to be quite aware of the program because of interpersonal skills of the coordinator. Students and parents expressed enthusiasm for the program and particularly for the coordinator's commitment to making it more than a school-based experience.

Evaluation

This program has several factors which contribute to its success. First is a coordinator who has the ability to work effectively with students, develop materials, and work in the community. He is an effective communicator and has a dependable and supportive aide. Other strengths include

the program's long-standing existence, the continuity of the same coordinator for several years, and the support of parents and administrators.

The greatest limitation of this program is that students diagnosed as learning disabled and emotionally disturbed are not currently provided services except in an academic program. Other work experience programs throughout the state offer services to a broader population of students with handicapping conditions. It appears as though this one should as well. The other limitation of the program is its problems with locating training sites and employment prospects in the community due to economic problems.



Omaha: Career Assessment, Readiness, and Training Program

Five years ago the Career Assessment, Readiness, and Training Program (CART) was proposed in a class assignment at the University of Nebraska at Omaha and materialized as a pilot program at Technical High School in 1979-80 with a special needs grant. It was expanded district-wide in 1981-82 and includes all eight of the senior high schools in the Omaha Public Schools. Hopes are to expand the program to include students at the junior high level. In 1981-82 more than 500 students went through the program, and in 1982-83 that number increased significantly. Only students whose handicapping conditions are verifiable are allowed to participate in the CART program. The main participants are educable mentally handicapped and learning disabled, but the program has served all types of handicapped students.

Description of the Program

The CART program assesses the special education student's work interests, experiences and attitudes. The assessment results are used to plan learning activities and are provided to special education teachers for incorporation into the student's Individualized Educational Program (IEP). Through the use of the Comprehensive Occupational Assessment and Training System (COATS), a job-matching assessment is completed. A copy of the report is sent to the special education teacher, parents, counselor, and CART file. It shows the student's preferences and experiences. The student is then given a cluster of jobs to investigate. The student fills out a worksheet relating the nature of the work, conditions, and necessary training. Through the use of an Employability Attitudes Report Form, 36 job-seeking and job-keeping attitudes are assessed. A report is prepared for each student, and the stu-

dent is given assignments in those areas which need improvement.

The project is designed to assist student and teacher in selecting appropriate career clusters for study and to provide data that will assist the student in acquiring employment through appropriate training. The CART assessment is provided to the Work Experience Program personnel in hopes of serving as a vehicle for placing students in areas of interest at which they will succeed. The four CART instructors do assessments at all Omaha public high schools.

The trainable mentally retarded students ages 19 through 21 are evaluated through the McCarron Dial system. Observations of their behavior are recorded daily, and staff utilize behavior modification. Students have limited work experience; however, work has included assembling reading packets and school newspapers, washing tables and counting chairs in the cafeteria, and beading pins and selling the product. The staff hope to provide more work experiences and include more emphasis on survival reading and work skills.

Teachers were very positive about the CART program. They felt students were finding out about themselves. One teacher stated that the CART program, in conjunction with the Work Experience Program, gives structure to work experience and evaluation. As she stated, "We don't want students to fail in work experience, because if they fail academics *and* work, there is nothing left."

One teacher felt job matching had been an eye-opener for many students. He felt that it encouraged interest in job exploration. The students also seem to enjoy the CART attitude kit, which has been a product of the CART project staff. It focuses on certain job-keeping attitudes such as integrity, leadership, time conformity, and concern with details. If students scored low in an area such as integrity, they would complete assignments written to encourage development of that attribute. About 50% of the students participate in the Work Experience Program at sites such as U.N.O., the city-county building, day care facilities, and local hospitals. In the 1982-83 school year about 200 students were involved in work experience.

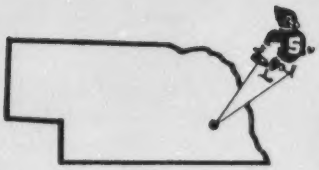
Evaluation

Teachers noted that CART is an expensive program, but

they also receive information they can use as a basis for their instruction that they would not have obtained any other way. One of CART's greatest problems is the extent to which its staff is stretched. They are providing a needed service, yet as the demands have increased the staff has not.

The CART program does provide vocational and career guidance for each handicapped student based on assessment data. CART assesses appropriate work attitudes and encourages interest-related work experiences. Students gain skills for post-high school employment. The CART staff provide comprehensive written reports to the school, parents, and Work Experience Program staff before students go out on a job. The design of the program has put teachers, counselors, students, and parents in touch with student vocational expectations, abilities, and skills.

The CART program's greatest success has been its ability to coordinate program efforts for special education students that have existed for years. Its impact has been felt by a wide variety of students across many disability and age levels and the staff that serve them. In a system the size of the Omaha Public Schools, that breadth of impact is an accomplishment about which the CART staff has an understandable pride.



Seward: Developmental Learning Center

Seward is a small town in rural southeastern Nebraska with a population of approximately 15,000. The community has a number of businesses, industry, and Concordia College. Community support for special education services is evident, but opportunities after graduation are limited.

Prior to the 1981-82 school year, the education of secondary trainable mentally retarded (TMR) students from Seward was contracted to Hayward School in Lincoln. When Hayward School was closed, a task force was formed by community, industry, business, and school officials at the direction of the Seward Board of Education.

The resulting TMR program was modeled after the program in Crete. Adaptations included using a high school site and having a vocational adjustment counselor. The feeling was that the counselor would facilitate community placement. Before implementing the program, the special education teacher, the vocational counselor, administrators, and regular teachers who would be working with the program visited Hayward in teams.

With the help of the community task force, a luncheon was sponsored by the school district for invited community representatives to discuss the TMR program. The luncheon set up contacts for the vocational adjustment counselor (VAC) and produced an initial group of sites for placement—the community recreation program, Bethesda Nursing Home, the Methodist church, school food service, and school maintenance.

Description of the Program

Nine students were served during the 1982-83 school year. Two are borderline educable mentally handicapped (EMH) and are mainstreamed. They also work with the

Level I and II resource teacher. The other seven students participated in some other classes but on a limited basis. Ages ranged from 13 to 21. Placement has generally been from the elementary program. When the program was first introduced, regular students served as escorts and role models for the students. Students are totally mainstreamed in the halls and the lunchroom and maintain the same class periods and breaks as the regular students, although their periods are frequently broken into smaller time segments. This scheduling keeps them as a part of the total school environment.

The program has 100% local funding with state special education reimbursement. The program based in Seward is more cost effective than contracting with Hayward had been, and the special education director convinced the board of education that the $37,000 saved should be put into the program.

The room was equipped for about $60,000. It is ideal given the goals of the program. Included in it are a study area, a kitchen area, and a living room. Two floor surfaces are available for practice care. The sofa opens into a bed for practice in bed-making. The kitchen area has domestic cupboards and a table. The environment is inviting and enables the teachers to stress practical living skills.

Staffing in the program is a strong asset. Because the teacher previously taught second grade, she has contacts with the elementary school program as well as with the high school teachers and the community. The vocational counselor has been on the high school faculty for nine years and volunteered for this because of his training and interest in counseling. He has an eleven-month contract which includes work with students on summer job programs. There are two aides. One is a retired special education teacher who rode the bus with the students to Hayward and also helped develop curriculum materials. The other is an interested community member. The team also includes the resource teacher. Some of the TMR students work with the resource teacher, and some of the behaviorally impaired students are getting training in social skills in the TMR classroom.

This team effort could not succeed without support from above. The principal is supportive and has good rapport

with students. Students seem to feel comfortable in the total school environment, not just in their classroom. First names are used by students with the program staff. This policy was adopted to develop a trusting relationship, as had been the policy at Hayward.

Two of the work sites are conveniently located within a block of the school. The custodian at the Methodist church is a former teacher and principal who works with two boys, one day a week each for about two hours. He has developed tasks to teach students sorting and counting, and he has developed ways to individualize and personalize work the students do. At the Bethesda Nursing Home students work in four areas: housekeeping, laundry, food service, and nursing. The director of the nursing home feels interaction with the staff and residents benefits all involved and that placement of the students is one of the services the home can provide for the community.

Placement within the school has also been arranged. Students work in food service during the school year. During the summer students were hired using funds from the Comprehensive Employment Training Act (CETA) to work in maintenance under the supervision of the vocational counselor.

Parents are supportive. They like having their children back in their community. Students seem to be happy and enjoy the environment and interpersonal interaction. The work experiences available give these students a sense of achievement and satisfaction. They said they like their jobs.

Evaluation

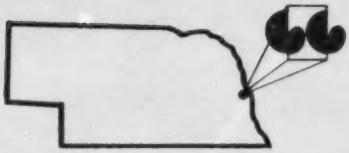
Secondary TMR programs in Class B school districts are rare, but Seward has established a program which serves student needs.

Support appears to be the key to the program's success. Administrative support is evident: The "overall objective of the entire building is to teach kids. The bottom level kids need as much help as the top level kids." Parents' support is also evident: I'm "glad we have it (TMR program) in Seward." And teacher support: It's "good those kids (are) in amongst—rubbing shoulders with other kids."

Civic groups have made contributions to the program, and there is community support, perhaps more for the TMR

program than for the Level I and II resource rooms. Aides from Concordia College are involved also and foster community involvement.

The team concept is evolving. The vocational counselor will serve Level I and II students in the next school year. Assessment procedures will improve in the next year as the board of education has made funds available for purchase of materials and as resources at the University of Nebraska at Lincoln and in neighboring communities have become available to project staff. Post-school placement is a problem. With limited employment opportunities in a rural area, this weakness must be solved through community and parent support.



Westside Learning Resource Center

The Westside Community School District is located in the western part of the metropolitan Omaha area. Nineteen schools are presently being operated by District 66.

The community has a reputation for being open and supportive of education. Westside was the first district with a mental retardation program in the state. Dr. Vaughn Phelps and Ruby Huebner were motivating factors in establishing the special education program. Gradually the younger children were moved into elementary buildings in which single classrooms served the trainable children. The students at the junior high level were moved into Westbrook Junior High School.

The Westside Learning Center is a multi-district cooperative program serving secondary students from the Westside District and surrounding eastern Nebraska communities. The Learning Center was built to serve about one hundred students because the district wanted a showcase building for a program to educate trainable mentally retarded (TMR) students. The building is contemporary with open space. Academics are taught in the open area. An apartment has been set up in the building to facilitate the teaching of daily living and social skills. The shop area accommodates working on wood projects. A separate area is available for activities by the students. The lounge contains the pop machine serviced by the Career Club. The environment is pleasant and conducive to learning and relating on a social level.

Description of the Program

The major components of the program are vocational assessment, vocational preparation training, independent and social living skills training, academic training, and community work placement. Students in the program ex-

hibit a wide range of abilities and behaviors.

In the vocational assessment area the Talent Assessment Program (TAP) is used to assess mechanical aptitude and quality of work. This information is utilized to plan realistic career objectives and work training for the students. Some students are referred for vocational assessment from a private rehabilitation agency.

The vocational preparation training includes some in-house industrial arts experiences such as refinishing tables for the district and producing miniature wood figures, as well as building bulletin boards and mailbox slots for the Learning Resource Center. Students are involved in an in-house laundry contract and industrial cleaning training. As a part of this component and independent living skills, students learn to use bicycles, carpools, and public transportation to get to job sites. They also learn to obtain a social security card and learn how to use the telephone.

A unique aspect of the vocational preparation training is the Career Education Club. In this activity, students function as business persons by making orders to refill the soft drink machine, loading it, and counting the money in the machine.

Independent and social living skills center around the home living unit at the Center. Students learn proper care of the living room, kitchen and bedroom areas, food preparation and storage, laundry, and bed making. They also learn social skills through role playing, social events at the Learning Resource Center, and ventures into the community. Social activities are available for students with involvement of their families and staff.

Academic training emphasizes learning the critical skills necessary to be as independent as possible. This includes basic math, reading, social studies, science and music. The academic training is primarily based on the use of teacher-made materials. Focus is on telling time, use of money, and other skills which also support the independent living skills program.

Community work placements include experiences at the high school and in community businesses. A staff member conducts a job analysis to determine the skills necessary to perform the job. Students are trained in the skills

through a combination of school-based and on-the-job training. The head teacher is primarily responsible for coordinating with community and school employers. Some examples of job placements are food service, custodial work, and ground maintenance. Twenty-five different job sites within the district have been identified where paid positions for the students are possible. The staff is currently working on developing additional sites outside the school setting.

Students were not paid until the 1982-83 academic year. They are now paid a stipend for work performed at less than minimum wage for work study.

The administrative structure involves the building principal; the head teacher, Bill Kesling; and a special education administrator, Ken Bird. Support is evident from regular teachers, administrators, parents, and program staff. Regular classroom teachers at the high school contribute their time and energy to the program. Examples include the availability of an adaptive physical education program for the students, availability of student volunteers from sociology and psychology classes, and a Big Brother-Big Sister program between high school students at Westside High School and the Learning Resource Center. Program staff have also made presentations to high school classes.

Parent support is evident through a parent group, Parents, Professionals Association (PPA, Inc.). The group was established for all parents, whether residing within Westside Community School District or outside it, whose children attend the Learning Resource Center. Their long-term goal is to provide an adult day care and social/recreational center for the handicapped. The program is also served by a twelve-member advisory board.

The success of this program depends on community agencies providing employment and support to program graduates. About one-third of the graduates are employed at minimum wage. The district is searching for means of improving employability and follow-up for graduates.

Evaluation

The philosophy of the program is transportable. One of its finest attributes is the attractive and spacious facility. The staff is committed to a team approach to providing

support and training to trainable mentally handicapped students. Communication between parents, administrators, staff, and students is a strength. There is a general feeling of constantly seeking the best way to serve students. This results in trying new ideas and adaptations in an effort to improve the curriculum.

The greatest limitation to transporting this program is its high cost. It might also be difficult to duplicate the availability of school and community job sites in a small community.

OTHER SUCCESSFUL PROGRAMS

Ogallala (ESU #16): Employment Exploration Training Program

The Employment Exploration Training Program developed by Educational Service Unit 16 is based at two sites in Ogallala and North Platte. The program serves all types of handicapped students ages 14 through 21 from 64 school districts in a nine-county area in southwestern Nebraska. Students enrolled in the program receive vocational assessment, work exploration , work training, and job placement. Begun as separate projects supported from various funding sources, the program components now include motel maid service, restaurant service, cosmetology, woodworking, gas engine repair, home maintenance and daily living skills, and custodial training. The North Platte site is a training school which includes a motel room, a living area, a small woodshop, kitchen facilities which are used for food service, a restaurant mock-up, and several craft areas. A greenhouse is being developed. Comparable, though more limited, facilities are provided at the Ogallala site. The training school also provides services to severely and profoundly handicapped students from the nine-county area. Per pupil cost is approximately $4300 for the nine-month program. Because state funds are used to support most of the program, school districts are charged no tuition. Transportation of students is a problem; in general, parents or the ESU have assumed the responsibility. Several advisory councils serve the program and the ESU.

Students in the program receive job training on site. Several have been placed with local employers, generally at sub-minimum wages. Placements for the current year included a local restaurant, a beauty shop, and the physical therapy department at the North Platte hospital. The program has successfully provided services to students that

small local districts in the area were not able to provide independently. Both students and their parents expressed satisfaction with the skills students have learned and the confidence they have gained. Two problems limit the program's effectiveness. One is the decision to serve students ranging from educable mentally handicapped to severely and profoundly handicapped in a single facility. Though the program and ESU administrators, staff, and parents involved with the program unanimously voiced a need to expand the present facility to provide a larger workshop area and other work stations, an alternative that has been discussed is use of work stations in the community. The other problem is placement of students once they complete the program, a problem confronted by all programs for secondary students across the state but intensified in Nebraska's middle-sized and smaller communities.

Omaha: Engineered Classrooms

Norris Junior High School is one of 13 junior high schools in the Omaha Public Schools. It is located in a middle-class neighborhood, but students in the engineered classroom are bused in from all over the city. The classroom includes students grades seven through nine who are diagnosed as behaviorally impaired and require services in a self-contained classroom. The program operates with one teacher and an aide and served an average of 12 students in 1982-83.

The objective of the program is to help children manage their own behavior and move them back into regular classrooms. The students are mainstreamed on a small scale when they are first assigned, and the number of regular classes is gradually increased. Major components of the program are structure, assigned tasks, and reinforcement.

The teacher is the key to this program. Students work on a point system. Quarterly rewards might be a pizza, a movie, or a record. The year's winner visited Worlds of Fun with the teacher, and the top three winners went to the Living History Farm in Des Moines, Iowa. In-class rewards in-

clude computer time, movies on videocassettes, and individual or small-group projects with the teacher. Some of these projects have included converting a ten-speed bicycle to a mill to grind flour, making a wood-burning stove, cutting firewood, gardening, and making plant stands. Students' social skills are improved through such cooperative activities as making breakfast together, junk food and health food days, and reunions with former students. The success of the program stems in large part from the dedication and creativity of the teacher.

The special education engineered classroom teacher and the staff who have these students mainstreamed into their classes have good communication. Inservice has been held to help the regular teachers understand this type of student. Though the program lacks a systematic curriculum and is unlikely to be a useable model for most teachers, it has had a positive effect on students. Students return for reunions, correspond with the teacher, and come back to visit. There is, as one parent stated, "a closeness, a sort of camaraderie" between teacher and students.

Individualized Study Centers with engineered classrooms in the Omaha Public School system have existed since 1973-74. They were introduced because there was a need for an alternative school setting for secondary special education students with behavioral and emotional impairments. Emphasis has been placed on counseling/guidance within the study centers.

There are three engineered classrooms at the secondary level to serve students through the age of twenty-one. Approximately fifty students were in the program during 1982-83. Attendance is for half days with the programs being completely individualized. A student must have had three semesters of serious school problems or demonstrated a long-term problem to be considered for placement.

Components of the program include academics and vocational training. Selecting materials is a problem, but awareness of the student's ability and interest level is utilized. Work on decision-making skills and social adjustment is done in groups and on an individual basis. The pro-

gram cost is high because of the teacher/pupil ratio, which is one to ten plus an aide.

The program at Individual Study Center #2 is more academic. At the Comprehensive Center for Occupational Education #3 the emphasis is more vocational, with participation in arts and crafts classes used as a motivator. Work experience comes at age seventeen or junior status.

Some students are mainstreamed into the study centers or the regular high school. The goal is to help students succeed and get them back into the regular program or into a paying job. To facilitate this, work is done on interviewing skills and filling out applications.

The administration and the board of education seem supportive of the program. A home-school liaison exists to work with parents of children in engineered classrooms within the district. Many parents are supportive, feeling that their children have been successful in the program.

One difficulty has been in working with the regular staff and providing inservice for them. Recruiting and maintaining staff is another area of concern because working with behaviorally impaired and emotionally disturbed students is one of the most stressful areas of special education.

Through the dedication of the staff involved, the Omaha Public Schools has a program which is keeping students in school and providing learning experiences for those who otherwise might drop out. Staff find satisfaction in watching students change their behaviors.

South Sioux City: Special Education Resource Center

The special education multicategorical resource center located in South Sioux City Junior High School serves 45 students ages 12 through 17. Two full-time teachers and an aide form the teaching team. The program operates out of a large single room organized into a variety of study areas. A personal computer provides drill for students in mathematics and spelling. Several tables are scattered across one side of the room. Individual student desks are available in another area. The room and the team were

developed to build flexibility into the program. The arrangement permits the special education teachers to meet with other teachers and parents as needed, to do some paperwork during the school day, and to meet with students individually or in groups. Both teachers work without planning periods in order to accommodate the program. A behavior modification system is used to reinforce student work. Both teachers in the program were described by other staff and parents as strong student advocates. Both have spoken to community groups about the program and the Special Olympics. The greatest strengths of the program are personnel and the flexibility built in through the team. The program could benefit from an additional team member because at times the individualized approach and the numbers of students result in heavy demands on team members. Because of time constraints, development of special materials for students has been limited.

CONCLUSION: Accounting for Success

Among the twelve programs described above there are no *ideal* programs. Each program visited had its special strengths and limitations. However, as we observed the staffs, facilities, and programs, several factors emerged that seem to contribute to success. In some cases, a program was a single classroom; in others it was a series of classrooms developed on a basic model and replicated. Regardless, there were four factors that were found in each successful program. These seem to be the essential ingredients.

1. A **strong instructional staff** in the program is essential. Staff, primarily teachers and aides, were characterized by phrases such as "dedicated," "interested in students," and "excited about what they do." They enjoyed working with students and were genuinely interested in their students as people. Many of these teachers had a kindergarten through twelfth grade or a provisional endorsement in special education. They had taken course work when available, but lack of available training in secondary special education continued to be a problem.

2. **Strong administrative support** seemed to be as essential as the quality of the instructional staff. Generally administrative support translated into behaviors like providing flexibility to schedule students individually and to experiment and try out new ideas, allowing students out into the community for job explorations, locating funds to supply needed materials and equipment, encouraging support from other faculty and staff, providing the most adequate space possible, having the political savvy to know what could be changed and what needed to be left as it was, and being a friend, confidant and cheerleader for the instructional staff when they needed it.

3. **Effective communication skills** were the third essential ingredient. These skills linked all the groups: principal, director of special education, instructional staff, other school faculty, parents, and students, and extended to the community. The **primary initiator was the classroom teacher,** and the communication emanated from that base. It was not uncommon to hear from principals or special education directors comments such as "I know more about that program than the others in special education," or "People in the community know more about this program than all the other special education programs we offer."

4. The curriculum was solidly based on **development of independent life skills and career-related preparation.** At this point in the student's career, teachers and administrators appeared to recognize the shift away from an academic model and toward what one student called "preparing us for life." Academics were still stressed but in an applied sense. Mathematics shifted from practice in fractions, mathematics facts, and decimals to balancing a checkbook, calculating ingredients for a recipe, and budgeting and purchasing food. Reading and verbal and written expression shifted from reading textbooks and answering questions to reading to plan a vacation, filling out job applications, and learning to talk to a prospective employer.

The remaining ingredients we found in the successful secondary programs are not essential but are extremely helpful. Though some are implied in the four factors listed above, they are important enough to list separately.

5. **Facilities and space** are required to make a program function. A few of the programs had outstanding facilities and plenty of space, while others were in extremely cramped quarters. Most of the programs required access to an area to teach food preparation, laundry and cleaning and, in some cases, training in prevocational and vocational skills. One program solved a serious space problem by renting a group home and classroom space from agencies in the community. Some of the successful programs functioned in extremely limited facilities.

6. **Community advisory groups and parent groups** supported several of the programs. These varied in level of

involvement, but advisory groups seemed to be an effective way to provide a strong link to the community. Advisory groups frequently included employers, parents, and influeltial community leaders. Some served the sole purpose of sharing information while others were the source of donations or helped in the development of training sites and employment for students. The level of support from parents varied greatly. The existence of a parent group was helpful but not essential to the total program success.

7. **Building staff support** was an important component in all the programs located in comprehensive junior or senior high schools. Special education teachers relied heavily on the cooperation of both regular and vocational classroom teachers and counselors. This cooperation had been carefully groomed by the instructional staff. Regular and vocational teachers frequently commended the special education staff for being honest about students' capabilities, for help in teaching students with special needs, and for keeping in touch about students. Most implied a shared responsibility in educating the students.

An ingredient which emerged as critical in a few highly successful programs was the **provision of vocational training by vocational educators.** More consistent entry-level skill-oriented training was provided when vocational training was available from vocational instructors rather than being provided by special educators or employers. Because of the effectiveness of the link with vocational education, other programs may need to adopt that component.

8. **Adequate teaching materials** were an essential ingredient. Some teachers had purchased a number of materials, some developed a series of their own materials; but frequently the successful programs used a combination of both commercial and teacher-prepared materials.

9. A philosophy based on **belief in the essential value of independence** for handicapped people was part of each program. The more effective programs believed in providing training, then nudging students toward discovering their capabilities. This worked most effectively when the students knew their teachers and parents supported their growth as adults. Frequently, students had demonstrated greater capabilities than either their

teachers or parents had anticipated.

10. If a district wished to operate a program that includes work experience for handicapped students, it was essential that the work coordinator spend **time in the community** developing training sites and employment opportunities. Availability of this time varied greatly, but it was not available without administrative support.

11. **Adequate training** for personnel was highly desirable. Teachers in these programs said they attend workshops and conferences as frequently as possible, but most expressed a desire for more training and sharing with their colleagues.

12. Students need as much **variety in job explorations and job experiences** as possible. This was particularly difficult in some communities with high unemployment rates, limitations on the availability of transportation to and from job sites, and limited availability of job sites because of community size. Teachers utilized job experiences and vocational assessment information to assist students in identifying jobs that interested them and which have skill requirements they could meet. Availability of vocational assessment information varied widely from one program to another.

Successful programs seem to grow from the inside out. They start with a person who has an idea, a sense of humor, and a willingness to experiment and risk. Others are caught up as the program gathers momentum. Growth has an infectious nature; programs gain strength from others who contribute. When it becomes impossible to attribute success to a single factor or person, a program is almost assured of continuation despite possible setbacks.

Though none of these programs has all the components to make it ideal, each has components that make it successful. These programs are resources for those interested in the education of secondary special education students in Nebraska.

APPENDIX

Alliance	Clayton Illian Director of Special Education 1450 Box Butte Alliance, Nebraska 69301 (308) 762-4331
Hastings	Polly Feis Educational Service Unit #9 1117 East South Street Hastings, Nebraska 68901 (402) 463-2848
Lincoln	Jennifer Connelly Lincoln High School 2225 J Street Lincoln, Nebraska 68510 (402) 435-5492
Millard	Adeline Reis Special Education Director 13270 Millard Avenue Omaha, Nebraska 68137 (402) 895-8300
North Platte	David Brunelle Special Education North Platte Senior High 1000 West Second Street North Platte, Nebraska 69101 (308) 532-5561
Omaha Career Assessment	David E. Pavlik 3819 Jones Street Omaha, Nebraska 68105 (402) 978-7310

Seward	Joyce Koelling 532 Northern Heights Seward, Nebraska 68434 (402) 643-2988
Westside	Bill Kesling Westside Learning Resource Center 8601 Arbor Omaha, Nebraska 68124 (402) 391-2332
Ogallala	Bill Eakins Educational Service Unit #16 Box 712 Ogallala, Nebraska 69153 (308) 284-2900
Omaha Engineered Classrooms	Marilyn Ryan 3819 Jones Street Omaha, Nebraska 68105 (402) 978-7312
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